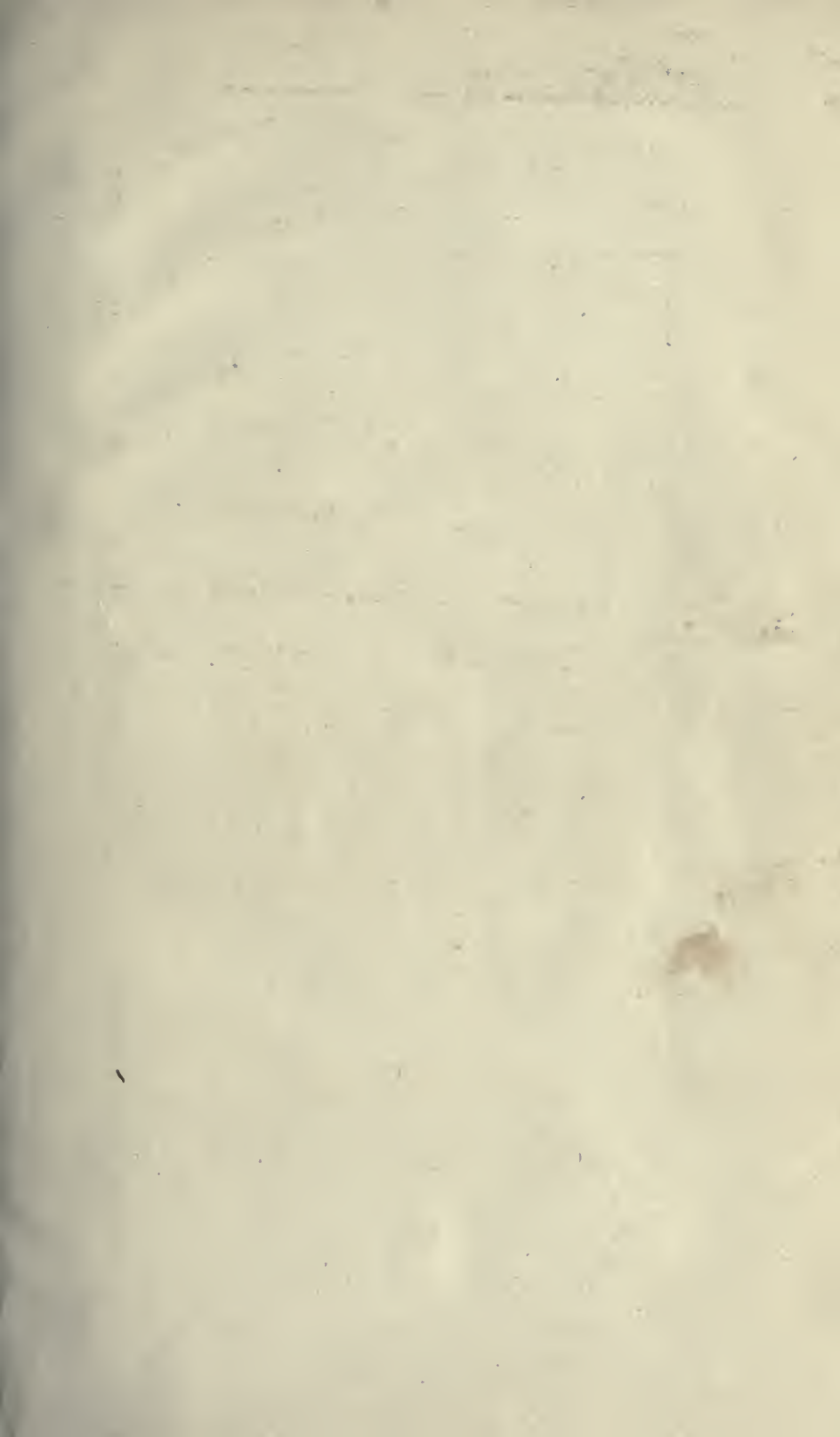




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NUMBER 6

## BULLETIN FOR TEACHERS OF LATIN

BY

JOSEPH B. PIKE, M.A.

Professor of Latin in the University of Minnesota

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MINNEAPOLIS

Bulletin of the University of Minnesota  
October 1915



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## PREFACE

The College of Education has long realized the desirability of being able to place in the hands of graduates of the University about to enter the teaching profession some manual of immediate and practical value. The present bulletin for Latin teachers is the first to be issued. It is hoped that in the near future it will be possible to offer similar bulletins on each of the major high-school studies. These bulletins can not undertake to give detailed considerations of special methods or of the many other important matters which are treated in the regular teachers' or special-methods courses at the University. They are designed, however, to present a summary of the best books and materials available to teachers of the various subjects. In some cases, as in the present bulletin by Mr. Pike, a particular method which has attracted widespread attention will be discussed. In most cases, however, these bulletins will confine themselves to those problems which confront the beginning teacher and will discuss the concrete aids at her disposal in meeting them. Altho they are primarily for the novice in the teaching profession, it is hoped that they will prove of help to others. Any suggestions which increase their usefulness for this purpose will be welcomed.

F. H. SWIFT,  
*Secretary, College of Education*

## AUTHOR'S EXPLANATION

This bulletin on the teaching of Latin has been prepared at the suggestion of the College of Education as an aid to those teaching Latin in the Minnesota high schools. As the book of Bennett and Bristol on the *Teaching of Latin and Greek*, the article by Gonzales Lodge on Latin in the Monroe *Cyclopedia of Education*, and other works referred to in the following pages offer a complete discussion of methods, it is the purpose of the following notes simply to bring the matter up to date and to emphasize a few points which it is hoped may prove helpful and suggestive to high-school teachers of Latin.

JOSEPH B. PIKE

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## BULLETIN FOR LATIN TEACHERS

### I. THE TEACHING OF LATIN BY THE DIRECT METHOD AND MODIFICATIONS OF IT

Teachers are more or less familiar with the discussion that has been carried on in the *Classical Journal*<sup>1</sup> and other periodicals upon the subject of the direct method of teaching foreign languages as applied to Latin. It is not the purpose of the following paragraphs to enter upon a discussion of the pedagogical soundness of the method. They are intended primarily to assist and direct those who have become convinced that the direct method or a modification of it may be employed with advantage in the teaching of Latin, but who feel the need of some guidance in undertaking such work.

It is taken for granted in these remarks that teachers understand what is meant by the Direct Method. It will suffice here to say that the expressions Direct Method and Oral Latin may mean two very different things. The Direct Method necessarily involves the use—almost exclusive use—of conversational Latin, but Oral Latin does not necessarily mean the Direct Method. The characteristic features of the Direct Method are: first, the association, from the very start, of the Latin word with the object it connotes or the act it expresses, and not its association with the more or less equivalent English term; and second, the teaching of word-form, word-order, and syntax in complete sentences as inseparably connected and never as independent phenomena. In this connection the article by Gonzales Lodge on Oral Latin and the Direct Method, *Teachers College Record*, March, 1915, will be found helpful. The article, tho emphasizing the distinction, does not clearly indicate the nature of it and will be found chiefly suggestive in connection with the introduction of conversational Latin into classes which are not being taught by the Direct Method. The Rouse and Andrews Series, *Lingua Latina*,<sup>2</sup> was the first

<sup>1</sup> *Classical Journal*, 8:355-363; 9:67-72.

<sup>2</sup> *Lingua Latina*. Oxford: Clarendon Press; American Branch, 29 West 32d St., New York.



systematic attempt to produce beginning books for teaching Latin by the Direct Method. It consists of four volumes, as follows:

1. *Primus Annus*, Paine and Mainwaring, a beginners' book.
2. *Praeceptor*, O. S. Andrews, a teachers' handbook with directions and suggestions on the use of the direct method.
3. *Puer Romanus*, R. B. Appleton, a reader to follow *Primus Annus*.
4. *Decem Fabulae*, Paine, Mainwaring, and Ryle, easy plays intended for reading, or acting, or both. (New York: H. Frowde, 1912.)

These books are not well suited to our system of public instruction owing to the fact that they were written for use in England where the pupils ordinarily begin the study of Latin much earlier than in our country and where, as in the case of the Perse school at Cambridge, which may be called the home of this series, the pupils have had two years of French by the direct method before beginning Latin. The first American book of this type appeared last September, *Beginner's Latin by the Direct Method*, Chickering and Hoadley (New York: Scribner's), in two editions, that for teachers and that for pupils. The teachers' edition contains the most complete set of suggestions on the application of the method that has yet appeared. The work is also the most complete and satisfactory exemplification of the two fundamental principles of the direct method which were mentioned above. On first perusing this work, a teacher who has had no previous experience in the direct method of teaching Latin will be appalled at the thought of undertaking to teach beginners with this book. As a matter of fact, such a teacher should not attempt it at once, but begin by using a simple oral method as suggested below.

In the United States there are two types of beginning books for Latin in general use at the present. In the first, the strictly systematic type, grammatical forms are presented with very little admixture of other matter. After the forms are mastered, the syntax is begun. The treatment follows the order of presentation in the grammar, and the vocabulary is largely that of Caesar.<sup>3</sup>

A second type of book, aiming to be more interesting and emphasizing the importance of oral drill, uses a less exclusively Caesarean vocabulary and usually suggests oral work by a series of questions at the end of each lesson. Mottoes and songs

<sup>3</sup> Bennett's *First Year Latin*, (Boston: Allyn and Bacon, 1909) is one of the best examples of this type.

are sometimes introduced and effective use is made of remarks upon English derivatives.<sup>4</sup> This type of book is not so systematically arranged as the former, for it does not follow so closely the presentation of the grammars, but it usually gains in the interest it arouses.

The importance here of this second type of book is its frank acknowledgment that a certain amount of oral work beyond that of the mere drill on forms is valuable. Probably no teacher who has thought of the matter and experimented with his pupils will deny that a certain amount of oral drill is of great value to the pupil, because it arouses interest, fixes forms and expressions in the mind, and instils a feeling for idioms, especially in first-year work. If a teacher is convinced of this, it is his duty to acquire a fair colloquial command of the language. It is our present purpose to indicate to those who have had no training in this work a method of obtaining colloquial command of the Latin and of employing this power to increase the effectiveness of class work.

#### HOW CONVERSATIONAL LATIN MAY BE EMPLOYED

If the teacher happens to be using Bennett's *First Year Latin*, which is as far removed as any book from those that emphasize the importance of oral drill, he may conduct a part or all of the grammatical work on accidence in Latin as follows. (For words necessary consult the second part of *Primus Annus*.)

Dic mihi (or Velim dicas) quatae declinationis sit vocabulum bellum, or directly, Quatae declinationis est bellum?

Declina hoc verbum numero in singulari. Quo modo itaque exeunt in numero singulari nominativus casus eorum vocabulorum quae sunt generis neutri et alterius declinationis?

The student will be taught to answer in a full, complete sentence:

Alterius declinationis est vocabulum bellum. Hoc verbum sic declinatur numero in singulari.

A very complete vocabulary of grammatical terms may be worked up without excessive labor on the part of the teacher and used in whole or in part. If the teacher is preparing himself to use ultimately the direct method, he must acquire this facility.

<sup>4</sup> Smith's *Latin Lessons*, Allyn and Bacon, may be cited as an example of this type.

If he fails to see the utility of this work for the class and yet feels that some oral drill is advisable, he may work over any of the Latin sentences of the review lesson into interrogative form. The questions may be answered practically by the sentences as given in the book, or the form of the question may be varied in such a manner as to require a slightly different or very different form of answer. The first three sentences of Bennett's *First Year Latin*, lesson XXXI, page 195, are as follows:

1. Hae civitates in amicitia Haeduum manserant.
2. Helvetii fines angustos habebant.
3. Hostes signa militaria iam viderant.

Questions may be formed by the teacher to be answered orally as part of the review-lesson, thus:

1. Cuius (cuiusnam or quorum hominum) in amicitia manserant hae civitates?
2. Quales fines habebant Helvetii?
3. Quid iam viderant hostes?

The oral work may be kept strictly to the text as indicated above, or the teacher may go as far afield as he chooses. After the simple question on number 2, he may thus continue:

Angustos non latos fines habebant. Intelligitisne quid significet adjectivum "latos"? Latus et angustus contraria significant. Haec rima [pointing to some crack and indicating the proper dimension] est angusta; haec ianua [indicating the doorway] est lata.

Next, this new material is to be worked over in such a way that the pupils will be obliged to employ it in their answers. A little practice will give the teacher much facility in this work and increase his confidence. A limited use of this oral work is particularly valuable during first-year work and there is nothing to prevent its use in successive years.

#### HOW TEACHERS MAY TRAIN THEMSELVES IN ORAL LATIN

As one of the main difficulties of introducing the direct method is due to the teacher's own inability to use the language, the following additional suggestions are offered to assist in self-training in spoken Latin:

1. Take any easy text—the *Puer Romanus*, for example, or Nutting's *First Latin Reader*.<sup>5</sup>

<sup>5</sup> H. C. Nutting, *A First Reader*. New York: American Book Co., 1913. Kirkland, *Fabulae Faciles*, Longmans, is also suited for this work.



2. Read the first page, say of *Puer Romanus*.
3. Write down a series of questions upon the text. As the narrative happens to be in the first person, it will be simpler to formulate the questions in the third person, thus:

De quo (or quonam) Lucius est narraturus?  
Quot annos Lucius natus est?  
Quo nomine appellatus frater Luci est?  
Quid designat Sextus? Cornelius? Pollio?

and so on.

4. After writing a number of such questions, answer them orally without consulting the book.

5. Finally taking the series of questions as cues, form from them orally a continuous account in the simple style of the text.

The teacher will find that memorizing easy stories and simple passages will greatly facilitate the acquisition of Latin in its colloquial forms.

#### HOW TO USE THE DIRECT METHOD

If now the teacher is not content with using a certain amount of oral Latin in connection with the ordinary beginning books as indicated above, the method to which the writer of this article is somewhat partial, but wishes to employ the direct method proper, he should secure the teachers' addition of the book by Chickering and Hoadley, mentioned on page 2, and make a careful study of it some months before he attempts to use it. The directions are given in great detail and the book is absolutely consistent and true to the principles of the direct method. Some additional help may be had, especially in the way of increasing one's grammatical vocabulary, by securing the various volumes of the *Lingua Latina* series mentioned on page 1. The first year's work is the really difficult task in teaching by the direct method proper. After the first year, the work is comparatively easy for the teacher who has any adequate command of conversational Latin.

#### TEACHING LATIN COMPOSITION BY THE DIRECT METHOD

One of the most gratifying results of the use of the direct method is the fact that pupils can be taught to write simple continuous Latin prose even during the first year, and the drudgery of turning English sentences of dubious idiom into equally dubious Latin is avoided.

Various methods of conducting this work will suggest themselves to the teacher when once he begins to study the problem. The following is a method found effective by the writer of this article:

1. Read to the class a simple story in Latin explaining in Latin that which needs explanation.

2. Have the pupils take at dictation a series of questions on this text so worded that the questions will contain all the words and ideas necessary for the continuous account.

3. Have the pupils write out their account in declarative and continuous form.

It is surprising how soon ordinary pupils will learn to write simple primer-style Latin by this method, and with none of the distaste usually aroused by lessons in prose composition. By explaining the Latin idiom in respect to the use of connectives and by selecting proper models, pupils may be gradually introduced to the more intricate and involved periodic structure. One may also, in connection with these lessons, give practice in writing any construction that he may desire to take up. Thus if he wishes to have some drill on result clauses, he may take a suitable sentence from the narration and throw it into a form that would require the result clause, explain the use, and show how it would be used in different tenses. This work is not at all difficult and is very effective. It does require facility of expression on the part of the teacher, but a little practice will give the required facility.

Should the teacher feel desirous of practicing further in expressing his own ideas in written form and of receiving suggestions, he may address any such pieces of work to the Latin Department of the State University and they will receive prompt attention. Should this be done, it is suggested that only such subjects be discussed as would probably be familiar to a Roman and able to be expressed by him in classical style, this in order that practice may be given in a vocabulary and style that will be useful to the teacher in his work. It is perfectly possible to discuss almost any topic in Latin, but some topics require the constant use of neologisms and this, for our present purpose, is undesirable.



## II. REMARKS ON THE TEACHING OF CAESAR, CICERO, AND VIRGIL

## CAESAR

It is remarkable that teachers persist so uniformly in teaching the first four books of the Gallic War. Doubtless, where preparation is made to take the State High School Board examinations, this is about all that can be done. Where schools do not feel obliged to take these, it would seem natural that a second-year reader such as that of Greenough, Dodge and Daniell,<sup>6</sup> would be used. The advantage of such a book is that a teacher does not have to plunge directly into the difficulties of Caesar with one year's preparation. He introduces his pupils in such a book as that mentioned, to interesting stories, fables, and letters, passes to biography and poetical selections and then to judiciously selected passages of Caesar. The work is a fair equivalent in amount to the first four books of Caesar. For those who are teaching Caesar exclusively, attention is called to a new edition of Caesar, *De Bello Gallico*, by T. Rice Holmes.<sup>7</sup> This is the most valuable annotated edition that has yet appeared. Every teacher of Caesar should secure a copy, as it clears up many difficult points. The work is not intended or suited for high-school pupils. It may be remarked that the only good English rendering of Caesar<sup>8</sup> is by the same author.

## CICERO

Sihler's life of Cicero entitled, *Cicero of Arpinum*,<sup>9</sup> has just appeared. It is a fairly satisfactory biography of Cicero for general reference, but the style is faulty and it is not a delight to read. The Strachan-Davidson biography is still the most illuminating in reference to Cicero's connection with the political events of his time, and the English is faultless.

## VIRGIL

W. Y. Sellar's *Virgil*<sup>10</sup> is the best study upon the poet that has appeared in English. Theodore C. Williams' translation of Vir-

<sup>6</sup> *Second Year Latin*. Boston: Ginn & Co., 1899.

<sup>7</sup> Oxford: Clarendon Press; American Branch, 29 West 32d St., N. Y.

<sup>8</sup> *Caesar's Commentaries on the Gallic War*. New York: Macmillan, 1899.

<sup>9</sup> New Haven: Yale University Press, 1914.

<sup>10</sup> Oxford Press, American Branch, 29 West 32 St., N. Y., 1897.

gil's *Aeneid*<sup>11</sup> into blank verse is distinctly a work of high order and the best verse-translation in modern English.

Metrical renderings, preferably into blank verse, may be made a very valuable and interesting element in the teaching of Virgil. Any teacher who has a feeling for rhythm can produce very satisfactory verse renderings of selected passages of the review lesson. In almost any class in Virgil, there will be found several pupils who have a natural feeling for rhythm. Such students should be encouraged to make translations of their own. If the teacher has little feeling for rhythm, a few passages from Williams may be written out for the pupils and the structure of blank verse explained. Those who have the ability to do this sort of work can then be discovered by assigning review passages to be rendered in metrical form. Excellent results with high-school pupils have been attained in the work, and it is an effective means of arousing literary appreciation. The following passages are cited to show what pupils can do in the way of metrical renderings:

Aeneid I, 579-589

Profoundly moved by her kind words, they long  
Had burned to burst apart their shroud of cloud.  
Achates is the first to speak his thoughts,  
"O goddess born, what purpose sways thy mind;  
All now is safe, thy fleet and crew restored;  
But one is missed; our own eyes saw him sink;  
All else is as thy mother said, 'twould be".  
Scarce had he said these words, when lo! the cloak  
Of clouds divides, dissolves and clears. There stood  
Aeneas bright to view within the glowing  
Light, in face and form a very god.

Aeneid III, 135-146

'Twas at

This time that hulks were beached upon the shore  
And youths were busy choosing wives and tilling  
Fields, when woe! a slow consuming scourge  
From heaven's tainted zone came down upon  
Men's frames and on the trees and crops; a year  
Of death it was. They left the pleasing light  
Of life or dragged about their stricken limbs.  
The dog-star scorched the withered fields, the grass  
Burned up, and blighted crops refused us food

<sup>11</sup> Boston and New York: Houghton Mifflin Co., 1908.

To keep us still alive. My father warns us, once  
Again to travel o'er the sea and then  
Approach Ortigian Phoebus' shrine and beg  
What end he will vouchsafe our weary lot;  
Whence we may ask for help and whither turn  
Our course.

So much of the beauty of Virgil is connected with the rhythm of his verse that as much as possible of the text of the review lesson should be read each day. After the mechanics of scansion have been explained, little time should be spent on formal scansion, but much upon the rhythmical reading of the text. The teacher will find that he can secure good results by reading passages himself and having them repeated by the pupils.

### III. LANTERN SLIDES

The General Extension Division of the University has the following series of slides which will be sent to any teacher on application:

1. Caesar's Helvetian Campaign, a series of sixty slides accompanied by explanations.

2. A series of one hundred slides on the following subjects: the Pompeian house, household furniture, the trades, writing material and manuscripts, coins.<sup>12</sup>

3. A series of seventy-six slides on the following subjects: Rome and the Campagna, the Roman forums, mythology in marble and bronze.<sup>12</sup>

A number of volumes upon almost any phase of classical antiquity may be borrowed from the general library of the University upon application.

If a school desires to purchase slides, a set upon Virgil may be obtained from the Records of the Past Exploration Society, Washington, D. C.; and slides having to do with Caesar from George R. Swain, Lockport, Illinois.

### IV. BOOKS FOR GENERAL READING

The following list of books that have appeared in recent years will be found helpful and suggestive for general reading:

<sup>12</sup> Send for descriptive catalog to the Director of the General Extension Division, University of Minnesota.

Guglielmo Ferrero:

*The Greatness and Decline of Rome*, 5 volumes<sup>13</sup>

*Character and Events of Roman History*<sup>13</sup>

*Ancient Rome and Modern America*<sup>13</sup>

*The Women of the Caesars*<sup>14</sup>

The works of this brilliant Italian historian have aroused a remarkable general interest in the study of Roman history. Many of Ferrero's hypotheses are scarcely warranted by the facts as we know them. Some of his broader generalizations are, however, profound and his work is destined to change in some respects the general conception of Roman history.

Frank Frost Abbott:

*The Common People of Ancient Rome*<sup>15</sup>

*Society and Politics in Ancient Rome*

William Stearns Davis:

*The Influence of Wealth in Imperial Rome*<sup>16</sup>

## V. MEANS FOR AROUSING INTEREST IN LATIN

Many teachers have found that the formation of Latin Societies for the discussion of topics connected with the study of Latin and for social intercourse have proved helpful in keeping up interest in the study of Latin. Various articles<sup>17</sup> have appeared in the *Classical Journal*<sup>18</sup> bearing upon this subject.

The production of easy Latin plays has proved a valuable adjunct to the work of Latin departments in the high school. The most available material for this is the small volume entitled, *Two Latin Plays*, Paxton, Ginn & Co. Other collections are *Cothurnulus*, *Three Short Latin Historical Plays*, Arnold, and *Easy Latin Plays*, Newman, both published by George Bell & Sons, London.

The following books are recommended as aids in arousing an interest on the part of the pupil in the study of Roman times:

Boissier, *Cicero and His Friends*. New York: Putnam.

<sup>13</sup> These three works published by G. P. Putnam's Sons, New York.

<sup>14</sup> New York: Century Co.

<sup>15</sup> The last two published by Charles Scribner's Sons, New York, *Society and Politics*, 1909; *Common People*, 1911.

<sup>16</sup> New York: Macmillan Co., 1910.

<sup>17</sup> E. g. *Latin Clubs and Their Programs*, January, 1915.

<sup>18</sup> This is the official publication of the Classical Association of the Middle West and South. Membership (\$2.00) in the Association includes a year's subscription to the *Journal*. Address Esther Friedlander, Vice-President for Minnesota, South High School, Minneapolis, Minnesota.



A. J. Church, *Roman Life in the Days of Cicero*. New York: Macmillan, 1883.

A. J. Church, *The Burning of Rome*, Macmillan, 1891.

W. S. Davis, *A Friend of Caesar*, Macmillan, 1900.

Edward Bulwer Lytton, *Last Days of Pompeii*.

Pelisson, *Roman Life in Pliny's Time*. Philadelphia: Miller.

Henryk Sienkiewicz, *Quo Vadis*.

Emile Thomas, *Roman Life Under the Caesars*. Putnam, 1899.

## VI. PEDAGOGICAL AIDS

It becomes ever more incumbent upon the Latin teacher to formulate clearly in mind his ideas as to the value of his subject, particularly its content value, as the theory of formal discipline is abandoned more and more by our guides in pedagogy.

A Latin teacher should be able to feel convinced, and argue if need be, that a pupil who has studied Latin for four years and has afterward forgotten it to the extent of being unable to construe an easy sentence, always retains as a result of this study a clearer idea of the value of words in his own idiom, some more adequate conception of the laws of language, and, if he has been properly taught, a something that has developed into a more chastened taste evinced not merely in his attitude toward literature and art, but in his judgment upon matters of everyday life.

The University of Michigan has issued through the Macmillan Company a volume entitled *Latin and Greek in American Education*. In addition to the general discussion of this subject by specialists in the field of classical learning, papers are included written by men engaged in the teaching and practice of various professions, medicine, engineering, law, theology, and other lines of work, in which they express their appreciation for the help rendered them by the study of the classical tongues and their views as to the utility of these studies for their particular line of work. It is not to be expected that such articles will affect to any appreciable extent the number of those selecting Latin in the high school, but the papers will repay a careful reading. The most suggestive and valuable is that entitled, *The Case of the Classics*, by Paul Shorey.

The University of Colorado has lately published a volume<sup>19</sup>

<sup>19</sup> Apply to the Registrar, University of Colorado, Boulder, Colorado, for a copy of *University Bulletin*, No. 9.



on the same lines. It is taken for granted that all teachers are acquainted with the Sabine Collection of charts and the accompanying pamphlet entitled, *The Relation of Latin to Practical Life*. The pamphlet described may be secured by writing to Frances E. Sabine, 419 Sterling Place, Madison, Wisconsin. Every teacher is strongly advised to secure one. If he does, he will probably not be content until his school has worked up a series of the charts. Those that have a direct bearing upon the English are the most valuable and the most easily prepared.

Attention is called to an article which appeared in the *Classical Journal* of October, 1914, entitled, *Latin as a Vocational Study in the Commercial Course*. The plea that Mr. Perkins makes for coöperation on the part of Latin teachers, and assistance in the type of Latin courses he outlines, is well worth the careful consideration of every teacher of Latin. Whenever possible, teachers should exert their influence to have this work inserted in the commercial curriculum and assist in forming such Latin courses as will be most helpful for this particular line of work. Whether they be adopted, or if adopted be successful, will depend largely upon whether they are wisely planned. In working out such courses, the teacher should not feel bound in any way to follow the stereotyped course in Latin or bound by the methods that prevail there.

On the general subject of Latin and the Latin Teacher,<sup>20</sup> *The Teaching of Latin and Greek*,<sup>21</sup> by Bennett, is still the best book available. In this work a reasonable list of books helpful to the high school teacher and pupil may be found.

Mention has been made of the *Classical Journal*<sup>22</sup> in the course of these remarks. No teacher who has any ambition to keep informed on the progress of his subject should be without this publication. There is scarcely a number that does not contain at least one article bearing directly upon the Latin work of the high school.

<sup>20</sup> Consult also Monroe's *Cyclopedia of Education*, article, Latin.

<sup>21</sup> American Teachers' Series, New York; Longman.

<sup>22</sup> See page 10.

## VII. A CONSERVATIVE GENERAL BIBLIOGRAPHY

The chief fault in bibliographies compiled for high schools is that they are usually too extensive and discourage the attempt to secure even a modest list of books bearing upon the Latin work in the high school. This is the fault, for example, of that prepared by Meades and published by the Michigan Schoolmasters' Club (Macmillan, 10 cents), which, however, it would be well to consult if a wider choice is desired.

Every Latin teacher should be familiar with the standard school Latin grammars, Allen and Greenough, Bennett, Gildersleeve, Hale and Buck, Harkness, and others; also with the standard school-texts of Caesar, Cicero, and Virgil. It is more difficult to keep one's self informed as to beginning books, for they are so numerous and new ones are constantly appearing. The brief reviews and announcements of new text-books in the classical periodicals may be consulted. Attention is called to the fact that publishers are usually glad to send copies of newly appearing text-books to teachers for examination. As remarked before, the selection given in Bennett and Bristol is judicious but somewhat out of date. The following titles will form a list that will prove adequate for all ordinary high-school work in Latin:

## LEXICON—

*Harper's Latin Dictionary*. New York: American Book Co. \$6.50.

## GRAMMARS—

*Gildersleeve-Lodge* (larger edition). New York: University Publishing Co. \$1.20; or G. M. Lane (revised edition). American Book Co., 1903. \$1.50.

## ANTIQUITIES—

*Harper's Dictionary of Classical Literature and Antiquities* (one vol. ed.). New York: American Book Co. \$6.00.

## ROMAN LIFE AND MANNERS—

Friedländer, *Roman Life and Manners under the Early Empire* (four vol.). London: Rutledge. \$6.00.

W. A. Becker, *Gallus or Roman Scenes in the Time of Augustus*. New York: Longmans, 1876. \$1.00.

Samuel Dill, *Roman Society from Nero to Marcus Aurelius*, 2 ed. New York: Macmillan, 1905. \$2.50.

## ARCHAEOLOGY—

Mau-Kelsey, *Pompeii, Its Life and Art*. New York: Macmillan, 1902. \$2.50.

## GEOGRAPHY—

Ginn & Co.'s or Sanborn's *Classical Atlas*, each \$2.00.

## HISTORY—

The whole period of Roman History is covered in the three following works:

Theodor Mommsen, *History of Rome*, 5 vol. Scribner's, 1903. \$20.00 (to the establishment of the Empire). Same in Everyman's Library, 35 cents a volume, Dutton.

Charles Merivale, *History of the Romans under the Empire*. 8 vol. Longman's, 1890. \$10.00. (Early empire.)

Edward Gibbon, *The Decline and Fall of the Roman Empire*, edited by Bury, 7 vol. Macmillan, 1896-1902. \$14.00. (Late empire.)

The following small but excellent works will cover nearly the whole period to the Age of the Antonines. The books are published by Putnam at \$1.00 a volume:

Ihne, *Early Rome*.

Smith, *Rome and Carthage*.

Beesley, *The Gracchi, Marius and Sulla*.

Merivale, *The Roman Triumvirate*.

Capes, *The Early Empire*.

Capes, *The Age of the Antonines*.

## MYTHOLOGY—

*Harper's Dictionary of Antiquities* mentioned above will supply most of the information desired. Fairbank, *Greek and Roman Mythology*, Appleton, \$1.50.

## LITERATURE—

McKail, *Latin Literature* (\$1.00), Scribner's, is excellent but brief. Cruttwell, *History of Roman Literature* (\$2.50), Scribner's, is on the whole the most satisfactory for high-school reference purposes.

## CHARTS—

The Cybulski series of colored charts published by Koehler, Leipsic, is exceedingly helpful. They would best be ordered through a local book dealer. The following are those that will interest the Latin teacher.

No. 4. Ships.

No. 5. Roman Arms.

No. 6 and No. 7. Soldiers.

No. 8. Roman Camp.

No. 9. Engines of War.

No. 11. Roman House.

No. 12. Greek Theatre.

No. 13. Actors, Masks, etc.

No. 19 and No. 20. Roman Dress.



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